DOCUMENT RESUME

ED 192 055 CE 026 538

AUTHOR Adamsky, Richard A.; And Others
TITLE Conduct a Helping Conference. Professional Preparation Module: Resource Person.
INSTITUTION Temple Univ., Philadelphia, Pa. Div. of Vocational Education.
SPONS AGENCY Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.
PUB DATE [80]
CONTRACT 85-9825; 86-8809; 94-8011
NOTE 51p.; For related documents see CE 026 536-548, CE 026 551, and CE 026 821-826.

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Behavioral Objectives; *Competency Based Teacher Education; Conferences; *Faculty Development; Learning Activities; Learning Modules; Performance; *Resource Teachers; *Self Evaluation (Individuals); Teacher Evaluation; *Teacher Improvement; Tests; *Vocational Education; Vocational Education Teachers

ABSTRACT

This module is one in a series of thirteen specifically designed to help vocational educators develop the skills needed to function as resource persons to learners enrolled in field-centered competency-based teacher preparation programs. (These learners are persons with appropriate occupational experience and competence who are being prepared as teachers on an inservice basis.) The objective of this module is to help develop skill in optimizing learners' potentials for continued professional growth and assisting learners to explore ways for improving their performance. Contents include five learning experiences based on four enabling objectives. A list of outside resources which supplement those contained within the module is presented. Each learning experience contains some or all of the following materials: enabling objective; learning activity (activities), including information sheets, case studies, and self-checks with model answer (as feedback); and optional activity (activities). (YLB)

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CONDUCT A HELPING CONFERENCE

MODULE DEVELOPMENT STAFF

Richard A. Adamsky, Project Director
Thomas J. Walker, Specialist
Edward P. Kahler, Specialist
Arthur D. Jenkins, Specialist
Frank Stablein, Specialist

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CE 026 538

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Contract 94-8011 (1977-1978)
Contract 86-8809 (1978-1979)
Contract 85-9825 (1979-1980)

FORWARD

This module is one in a series specifically designed to help vocational educators develop the skills needed to function as Resource Persons to learners enrolled in field-centered competency-based teacher preparation programs. Experience has shown that certain of the modules are also useful in preparing prospective vocational supervisors and administrators since the skills upon which they focus are needed by all persons in vocational leadership positions.

Module content is based on current educational theory as such relates to the experiences of Resource Persons who have been serving on the staff of Program VITAL. The program was made operational at Temple University in the fall of 1973 and, therefore, the staff's experience base is quite broad.

Module format is as described in the *Module Development Handbook* (Quinn, et. al., 1977) which was developed at the National Center for Research In Vocational Education, The Ohio State University. This format was prescribed to be followed for modules centering on the professional development of vocational educators.

This effort was sponsored by the Pennsylvania Department of Education and appreciation is expressed to Dr. John Struck, Mr. Kenneth Swatt, and Dr. Carroll Curtis who, from their positions in the Department, obtained support for the effort. Appreciation is expressed to the many vocational educators who were involved in establishing the research base for the modules, writing the modules, or testing them.

Richard A. Adamsky
Project Director

INTRODUCTION

A question perceptive educators seem to ask is, "What techniques should be employed by a Resource Person to inform the learner of behaviors that might be improved?" Should the Resource Person tell the learners how to improve their performance? Or should the Resource Person assist (help) the learners in determining for themselves what to improve?

Uncertainty surrounding this situation can be overcome by examination of the Resource Person's primary responsibility: to facilitate maximum growth through processes which free individual potentialities. By helping learners develop the skill of self-evaluation to improve performance, the Resource Person enhances the potential for continued professional growth.

This module is designed to help you gain the skills to help optimize learners' potential for continued professional growth. Specifically, it is designed to assist you in helping learners explore ways for improving their performance.

ABOUT THIS MODULE

Objectives:

Terminal Objective: In an actual program situation, conduct a Helping Conference. Your performance will be assessed by your Resource Person using the Resource Person Assessment Form, pp. 44-47 (Learning Experience V).

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the rationale for and procedure followed in conducting a Helping Conference (Learning Experience I).
2. After completing the required reading, demonstrate open-ended oral questioning techniques and attending behavior skills in a role-playing situation (Learning Experience II).
3. Given a videotaped performance of a Resource Person conducting a Helping Conference, critique the performance of the Resource Person (Learning Experience III).
4. Given an example of a teacher's performance (written product), develop a plan for a Helping Conference based on your evaluation of the learner's needs (Learning Experience IV).

Prerequisites:

To complete this module, you must have competency in evaluating a teacher's performance. If you do not already have this competency, meet with your Resource Person to determine what method you will use to gain this skill.

Resources:

A list of the outside resources which supplement those contained within the module follows. Check with your Resource Person (1) to determine the availability and the location of these resources, and (2) to get assistance in setting up activities with peers or observations of skilled

Resource Persons, if necessary. Your Resource Person may also be contacted if you have any difficulty with directions, or in assessing your progress at any time.

Learning Experience I

(Optional)

Bradley, C., "The Helping Conference in Microsupervision," Journal of Industrial Teacher Education, 1974, 12(1): 5-10.

Learning Experience II

(Required)

Peers and/or Resource Persons to role-play a teacher who is having difficulty in performing a teaching skill, and to critique your ability to demonstrate open-ended oral questioning techniques and attending behavior skills.

(Optional)

Ivey, A. E. Microcounseling: Innovation in Interviewing Training. Springfield, Illinois: Charles C. Thomas, 1971.

A videotape recording system for taping, viewing, and self-evaluating your performance.

Learning Experience III

(Required)

A videotape of a Resource Person conducting a Helping Conference which you can view for the purpose of critiquing the Resource Person's performance.

A videotape recording system.

(Optional)

A Resource Person involved in inservice training at the teacher education institution whom you can view conducting a Helping Conference.

Learning Experience IV

(Optional)

A Resource Person involved in inservice training at the teacher education institution with whom you can discuss planning and whose plan for conducting a Helping Conference you can review.

Learning Experience V

(Required)

An actual program situation in which you can conduct a Helping Conference.

A learner with whom you can conduct a Helping Conference.

A Resource Person to assess your competency in conducting a Helping Conference.

A videotape recording system to record your conference for assessment purposes.

LEARNING EXPERIENCE I

Enabling Objective

After completing the required reading, demonstrate knowledge of the rationale for and procedure followed in conducting a Helping Conference.

Activity

You will be reading the information sheet, The Helping Conference, pp. 7-10.

Optional Activity

You may wish to read the supplementary reference. Bradley, The Helping Conference in Microsupervision, "Journal of Industrial Teacher Education."

Activity

You will be demonstrating knowledge of the rationale for and procedure used in conducting a Helping Conference by completing the Self-Check, pp. 11-12.

Feedback

You will be evaluating your competency by comparing your completed self-check with the Model Answer, pp. 13-14.

Activity For information regarding the rationale for and procedures used in conducting a Helping Conference, read the following information sheet.

THE HELPING CONFERENCE

Rationale

The relationship between a learner and a Resource Person is based on the belief that learners, involved in teacher education have the desire to become competent teachers. The basic responsibility of the Resource Person, therefore, is to increase the learners' chances of becoming competent teachers by reducing the barriers which serve to restrict their professional development.

Learners cannot competently perform a teaching skill unless they fully understand the criteria associated with the skill and the standards by which performance is judged. Similarly, learners are unable to determine if they have acquired competence until they have had the opportunity to compare their personal performance to the criterion and standards involved.

Although each module used in a CBTE program includes the criteria and standards to be used when assessing teaching performance, learners need help in applying these criteria and standards to their personal teaching performance. This is especially true of learners with little or no experience in self-evaluation. For this reason, the Resource Person must plan and conduct frequent Helping Conferences with the learners being served.

Briefly stated, a Helping Conference is a prearranged, thoroughly planned meeting between a learner and a Resource Person, conducted for the purpose of moving the learner toward full professional development. It is

the responsibility of the Resource Person to conduct these conferences in such a way that the learner is placed at ease and his/her personal and professional needs are addressed. In addition, the Resource Person must help the learner gain the confidence needed to eventually accept full responsibility for personal professional development.

Planning The Helping Conference

The Helping Conference plan must be developed around a learner's real or perceived personal or professional needs. Therefore, it is essential that the Resource Person seek information about the learner that can be used when developing the conference plan. For example, information could be gathered through classroom observation, previous conferences, and/or the learner's university representative.

The planning process begins when the Resource Person uses the accumulated information to set conference objectives. Stated conference objectives are necessary because without such objectives the Helping Conference would lack focus and could be longer than necessary. Having set the conference objectives, the Resource Person should select and record appropriate techniques for 1) putting the learner at ease (conference opening), 2) addressing the learner's real and imagined needs (conference body), and 3) setting objectives to guide the learner's activity until the next Helping Conference (conference closing). Since each of the three main parts of the conference necessitates the use of specific techniques, each major part is discussed below in some detail.

The Introduction. The value of the conference will be in the quality of the relationship you establish with the learner. Every effort must be made to greet the learner in an informal, relaxed, and accepting manner. This acceptance, when combined with an open invitation to talk and attending behavior skills (two concepts that will be covered in depth in Learning

Experience II), seems to help relieve tension and set the tone for the conference. Openings like, "Hi Ann. Come in and sit down. What's been happening since our last conversation?" or, "Hi Ann. I'm glad you could make it. How have you been since we last met?" serve as ice breakers and help to relax the learner. Once the learner is at ease, communicate the objective(s) of the Helping Conference.

It should be emphasized that even though planning may result in a long list of behaviors that need to be improved, the Helping Conference must focus on only one or two of the most important behaviors. It is difficult for a learner to concentrate on more than one or two behaviors at a time, or perhaps anything at all until his/her mind is free of personal concerns.

The Body. Transition into the body of the conference is generally a natural, straight-forward process which results from having executed a well-thought-out Helping Conference introduction. During this part of the conference, opportunities need to be provided for the learner to explore his/her perceptions of the teaching performance. Some helpful suggestions might be to encourage the learner to:

1. explain his/her progress toward the previously set objectives.
2. share any problems encountered in attempting to meet the previously set objectives.
3. determine the degree of progress since the last meeting.

The emphasis continues to be on self-evaluation; to encourage the learner to explore inwardly. It is imperative that a supportive, positive approach is used to encourage the learner to explore alternative procedures. The role of the Resource Person, as a helper in facilitating the process of self-evaluation, cannot be overemphasized.

The Summary. Summarizing is a means of providing clarification on what has transpired during the conference, and for preparing the learner for future activity. Whether the Helping Conference determines that certain component behaviors need continued attention or that criteria have been met and a new teaching skill should be focused upon, the summary is the appropriate place to assist the learner to determine the tentative objectives to guide his/her performance until the next Helping Conference. Having reviewed the major points of the conference and set objectives with the learner, the conference can come to a close. Both the Resource Person and the learner should leave the Helping Conference with a clear understanding of the objectives that will guide personal activity until the next Helping Conference is held.

Follow-up Procedures

The conference having concluded, the Resource Person should share the results with the other members of the instructional team (e.g., other Resource Persons). The staff can then determine their helping roles for working with the learner.

Finally, the Resource Person should take a few minutes to reflect on the entire conference (conduct a post mortem). Perhaps the choice of questions or the attending behavior techniques did not produce the anticipated results. A good hard look at each Helping Conference will determine if it was conducted as it was designed. Just as with the learner, self-evaluation by the Resource Person assures the potential for continued professional growth.

Optional Activity ⇨ You can gain additional insights into the rationale for the Helping Conference by reading the supplementary reference, Bradley, "The Helping Conference in Microsupervision," Journal of Industrial Teacher Education.

Activity ⬆ The following items check your comprehension of the material in the information sheet, The Helping Conference, pp. 7-10. Each item will require a short essay-type response. Please respond fully, but briefly.

SELF-CHECK

1. Discuss the rationale for conducting a Helping Conference.

2. Discuss the primary procedures used to identify tentative objectives for a Helping Conference.

3. Discuss the procedures to be used to bring clarity to a Helping Conference.

4. Discuss the purposes of the summary in a Helping Conference.

5. Discuss the Helping Conference post mortem.

Feedback: Compare your written responses on the Self-Check with the Model Answer given below. Your response need not exactly duplicate the model responses; however, you should have covered the same major points.

MODEL ANSWER

1. You should have indicated that -
   - the Resource Person - learner relationship is built on the premise that the learner desires to become a competent teacher.
   - in a CBTE program the Resource Person serves as a helper.
   - during the Helping Conference, the Resource Person assists the learner to self-evaluate.
   - the process of self-evaluation and self-improvement facilitate continued professional growth.
2. Helping Conference objectives can be developed from data gathered from a number of sources (e.g., observation, Program Director, etc.). However, most often, data for the development of objectives are gathered from (1) a previous conference or (2) from a review of a teaching performance.
3. It is extremely important for the learner to be involved in the clarification process. Therefore, the Resource Person should use open-ended questioning and probing techniques to require the learner to look inwardly; to self-evaluate. An excerpt from Bradley (1974) emphasizes this point:

> . . . . consider the intern's reaction to the statement, "You did not perform behavior X." Compare that to, "How else might you have performed behavior X?" In each case, the intern becomes aware that a particular behavior was omitted. In the latter case, however, the intern is now dealing with his reactions to his own

video taped performance rather than responding to a comment from the Resource Person which could be construed as negative by the intern. Which method would most likely cause the intern to internalize the desired information? During the Helping Conference, the Resource Person may give specific suggestions, but he is more successful in terms of the primary objective when he is able to assist the intern in making his own determinations.

4. The learner should be an active participant in the summary. The major points of the conference should be reviewed, and objectives to guide the learner's future activities should be established. Both the learner and the Resource Person should exit the Helping Conference with a clear understanding of the future activities of the learner.

5. Self-evaluation is just as important to the Resource Person as it is to the learner. The Resource Person is also a learner and should be overtly involved in a program of professional development. The Helping Conference post mortem provides the Resource Person the opportunity to self-evaluate his/her effectiveness at conducting a Helping Conference, and provides the promise for continued professional growth.

LEVEL OF PERFORMANCE: Your completed Self-Check should have covered the same major points as the model responses. If you missed some points or have questions about any additional points you made, review the material in the information sheet, The Helping Conference, pp. 7-10, or check with your Resource Person.

LEARNING EXPERIENCE II

Enabling Objective

After completing the required reading, demonstrate open-ended oral questioning techniques and attending behavior skills in a role-playing situation.

Activity

You will be reading the information sheet, Helping Conference Skills, pp. 16-18.

Activity

In a role-playing situation, with a peer or a Resource Person, you will be demonstrating open-ended oral questioning techniques and attending behavior skills.

Feedback

Your performance is using open-ended oral questioning techniques and attending behavior skills will be evaluated by a peer(s) or a Resource Person using the assessment form, pp. 20-21.

Optional Activity

You may wish to record your performance on videotape for evaluation purposes.

Feedback

Using your videotape performance, you may wish to self-evaluate your performance using the assessment form, pp. 20-21.

Activity For information on open-ended oral questioning techniques and attending behavior skills, read the following information sheet.

HELPING CONFERENCE SKILLS

As stated earlier, the basic responsibility of the Resource Person is to increase the learners' chances of becoming competent teachers; by exploring inwardly, by self-evaluating. Essential to this process are well developed communication skills. Open-ended questioning and attending behavior are conference skills which facilitate both verbal and nonverbal communication.

Open-ended Questioning Techniques

Whether the learner comes to the Helping Conference with a problem or the Resource Person has identified a concern, the initial task is to determine how the learner perceives the situation. Most useful in determining the learner's perceptions is the technique of providing limited structure through the use of open-ended questions. The benefits of open-ended questioning techniques are better understood when open-ended questions are contrasted with closed questions. For example:

Closed "Are you satisfied with your lesson summary?"

"Do you feel that you have satisfied the module requirements?"

Open "How do you feel about your lesson summary?"

It may be observed that open comments provide room for the learner to express personal thoughts without the imposed categories of the Resource Person. Open-ended questioning techniques allow the learner to explore with the support of the Resource Person.

Crucial to open-ended questions is the concept of who is to lead the conference. Although the Resource Person asks questions while using this technique, the questions should center around the concerns of the learner. The questions and discussions should be designed to help the learner clarify his/her problems.

Open-ended questions are extremely useful in a number of situations. Following are some examples:

1. They help to begin the conference. (What do you think about the lesson you just taught?)
2. They help the learner to elaborate on a point. (Tell me more about that. How did you feel when that happened?)
3. They help to elicit examples of specific behavior so that the Resource Person is better able to understand what the learner is describing. (What do you mean when you say . . . . .?

Attending Behavior

Attending behaviors are verbal or nonverbal behaviors which demonstrate to the learner the degree to which the listener is attentive and interested. Good attending behavior communicates to the learner that he/she is respected as a person and that the listener is interested in what he/she has to say. By utilizing attending behavior to enhance the learner's self-respect and to establish a secure atmosphere, the Resource Person facilitates free expression of the learner's concerns.

The following are three types of activities which characterize good attending behavior:

1. Assume a physically relaxed and natural posture. A comfortable posture will provide for natural movements.

2. Initiate and maintain eye contact with the learner. Eye contact can be overdone; a varied use of eye contact is most effective.

3. The final characteristic of good attending behavior is to use comments which follow directly from what the learner is saying. Paying attention means more than just using ears and eyes; it means becoming actively involved with the learner. Nodding in agreement lets the learner know he/she is being heard, but do not nod continually. Do not jump from subject to subject or interrupt the learner. Direct comments and questions to the topics provided by the learner.

In summary, the goal of the Resource Person is to listen attentively and to communicate this attentiveness through a relaxed posture, use of varied eye contact, and use of appropriate verbal responses. Gestures, facial expressions, posture, and eye contact can relate to verbal content or affective experience. The Resource Person should be acutely sensitive to using and interpreting nonverbal behavior throughout the Helping Conference.

Activity In a role-playing situation with a peer or a Resource Person, demonstrate open-ended oral questioning techniques and attending behavior skills.

Have a peer or a Resource Person role-play a teacher who is having difficulty in executing a particular teaching skill. The role-playing situation should be structured around one of the following situations. (Select One.)

1. A teacher who is having difficulty sharing objectives with the students during the lesson introduction. The teacher has been stating objectives verbatim.
2. A teacher who is having difficulty using higher order questioning techniques. The teacher most frequently uses questions that elicit facts from the students.
3. A teacher who does not see the need for in-depth lesson planning.

You should assume the role of a Resource Person, for this activity, and conduct a Helping Conference.
Select another peer(s) or Resource Person(s) to assess your performance. Provide each peer or Resource Person with a copy of the assessment form, pp. 20-21.

Feedback ◀ Your performance in using open-ended questioning techniques and attending skills will be evaluated by your peer(s) or a Resource Person using the assessment form, pp. 20-21.

Optional activity ⇨ You may wish to record your performance on videotape for evaluation purposes.

Feedback ◀ Using your videotaped performance, you may wish to self-evaluate your performance using the assessment form, pp. 20-21.

RESOURCE PERSON ASSESSMENT FORM

Helping Conference Skills

Directions: Place an "X" in the No, Partial, or Full box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances a performance component was not applicable, or impossible to execute, place an "X" in the N/A box.

	Level of Performance			
	N/A	No	Partial	Full
During the role-playing situation the Resource Person:				
1. Provided an open invitation to talk, which included:				
(a) using questions that elicited more than a yes/no answer.....	[ ]	[ ]	[ ]	[ ]
(b) using questions that required the learner to explore a particular behavior.....	[ ]	[ ]	[ ]	[ ]
(c) using questions that centered around the learner's concerns...	[ ]	[ ]	[ ]	[ ]
(d) using questions that enabled the learner to clarify his/her problem.....	[ ]	[ ]	[ ]	[ ]
2. Using attending behavior skills, including:				
(a) sitting physically relaxed in a natural posture.....	[ ]	[ ]	[ ]	[ ]
(b) initiating and maintaining eye contact (varied use).....	[ ]	[ ]	[ ]	[ ]
(c) using comments which followed directly from what the learner was saying.....	[ ]	[ ]	[ ]	[ ]
(d) using gestures that were natural.....	[ ]	[ ]	[ ]	[ ]

	Level of Performance			
	N/A	No	Partial	Full
(e) listening to the learner's concerns (refrained from intellectualizing).....	[ ]	[ ]	[ ]	[ ]
(f) focusing on the identified topic (refrained from jumping from subject to subject).....	[ ]	[ ]	[ ]	[ ]
(g) providing the learner with the opportunity to freely express himself/herself (refrained from interrupting the learner).....	[ ]	[ ]	[ ]	[ ]

LEVEL OF PERFORMANCE: All items must receive FULL, or N/A responses. If any intern receives a NO, or PARTIAL response, review the material in the information sheet, Helping Conference Skills, pp. 16-18, and check with your Resource Person.

LEARNING EXPERIENCE III

Enabling Objective

Given a videotaped performance of a Resource Person conducting a Helping Conference, critique the performance of the Resource Person.

Activity

You and your Resource Person will be viewing a videotape of a Resource Person conducting a Helping Conference, and will each be critiquing the performance of the Resource Person, using the Resource Person Assessment Form, pp. 25-27.

Optional Activity

If you are completing this module as a Resident Resource Person, you may wish to visit the teacher education institution and observe Field Resource Persons performing this skill during inservice training.

Feedback

You will be evaluating your competency in critiquing the videotaped performance of the Resource Person in conducting a Helping Conference by comparing your completed evaluation form with that of your Resource Person's.

Activity

Arrange through your Resource Person to view a videotape of a Resource Person conducting a Helping Conference. Your Resource Person may

have such videotapes in her/his files, or may be able to obtain one from the teacher education institution.

Both you and your Resource Person should view the videotape and individually evaluate the Resource Person's performance, recording your evaluations on separate copies of the Resource Person Assessment Form, pp. 25-27.

Optional Activity

If you are completing this module as a RRP, you may wish to arrange through your Resource Person to visit the teacher education institution to observe Field Resource Persons practicing the skill during inservice staff development. You can record your evaluations on a copy of the Resource Person Assessment Form and compare your results with the Staff Developer or other Field Resource Persons.

Feedback

After you and your Resource Person have viewed the videotape and completed your evaluation forms, compare your ratings on the evaluation instrument with the ratings given by your Resource Person on her/his evaluation instrument. Your ratings of the Resource Person's performance should be similar to those given by your Resource Person. Discuss any discrepancies with your Resource Person, and

determine what additional activities you need to complete in order to reach competency in any weak areas identified.

Resource Person Assessment Form

Directions: Indicate the level of the Resource Person's proficiency in performing each of the following items involved in conducting a helping conference by placing an "X" in the appropriate column under the Level of Performance heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an "X" in the N/A column.

	LEVEL OF PERFORMANCE			
	N/A	NONE	PARTIAL	FULL
During the conference introduction, the Resource Person:				
1. had all resources available and ready to use.....				
2. greeted and set the learner at ease.....				
3. provided the learner with an open invitation to talk.....				
4. reviewed the objectives set at the last Helping Conference.....				
5. reviewed the tentative objectives for the Helping Conference.....				
6. applied attending behavior skills, including.....				
a. sitting physically relaxed with a natural posture.....				
b. initiating and maintaining eye contact.....				
c. using cues from the learner to direct comments.....				
During the body of the conference, the Resource Person:				
7. encouraged the learner to explain her/his progress toward the previously set objectives.....				

	LEVEL OF PERFORMANCE			
	N/A	NONE	PARTIAL	FULL
8. encouraged the learner to share any problems encountered in attempting to meet the previously set objectives.....				
9. encouraged the learner to determine the degree to which he/she had progressed since the last meeting (self-evaluation)				
10. identified a pattern of teaching behavior, and brought it to the learner's attention.....				
11. encouraged the learner to explore alternative procedures for improving behavior.....				
12. offered constructive reaction in an empathetic manner.....				
During conference closure, the Resource Person:				
13. encouraged the learner to set objectives to guide her/his activity until the next meeting.....				
14. helped the learner determine the resources needed to meet the objectives set.....				
15. helped the learner to procure the resources needed to meet the objectives set.....				
16. reviewed with the learner the major points discussed and the objectives set during the Helping Conference.....				
17. recorded the major points discussed and the objectives set during the Helping Conference.....				
At the conclusion of the Helping Conference, the Resource Person:				

	LEVEL OF PERFORMANCE			
	N/A	NONE	PARTIAL	FULL
18. held a meeting with the other Resource Persons serving the learner, at which time, their helping roles for the future were determined.....				
19. conducted a post mortem of the Helping Conference.....				

LEARNING EXPERIENCE IV

Enabling Objective

Given an example of a teacher's performance (written product), develop a plan for a Helping Conference based on your evaluation of the learner's needs.

Activity

You will be evaluating the Lesson Plan, pp. 29-31, and completing the accompanying Teacher Performance Assessment Form, pp. 31-34.

Activity

You will be preparing a plan to conduct a Helping Conference by completing the Helping Conference Plan Worksheet, pp. 35-36.

Feedback

You will be evaluating your competency in developing a Helping Conference plan by comparing your completed worksheet with the Model Worksheet, pp. 37-38.

Activity Below is a Lesson Plan which is partially incorrect and/or incomplete. Evaluate the teacher's performance using the Teacher Performance Assessment Form directly following the lesson plan.

LESSON PLAN: Informational

UNIT	Job Opportunities
LESSON TOPIC	Ways of Getting a Job: The Resume
OBJECTIVE	To acquaint the learner with the techniques for developing an acceptable resume.
INTRODUCTION	This past week we have been talking about various ways of getting a job. Today, I want you to assume that you will be completing vocational training soon and have been watching the "help wanted" column in the local newspaper. This
5 minutes	morning you noticed a job opening that appeals to you, but the ad suggests that you send a resume to Box 47 in care of the local paper.
	The only way that you can secure further information regarding this position is by sending your resume to a box number. What are you going to do, give up? What is a resume? What will the prospective employer do with it? Where can you get one? These are a few of the questions that we will try to answer using some sample resumes.

	At the completion of this lesson, you will have a personal resume that you have developed. When that job opening comes along, you will be prepared.
METHOD	Discovery, Supervised Individual Activity
LEARNING ACTIVITY 10 minutes	Students will study the four samples individually to discover for themselves the types of information contained in a resume and the format required.
20 minutes	Based on what they have discovered, each student will prepare his own resume, rough draft.
RESOURCES	Copies of four teacher-prepared sample resumes for each student.
EVALUATION 15 minutes	Students will pair off, trade papers, and discuss each resume, evaluating the completeness of each on the basis of the four samples. Each student will then make a final draft of his resume incorporating any necessary revisions. Final evaluation will be made by the teacher using the four samples as guidelines.
SUMMARY 15 minutes	Question and Answer Point #1: The objective of this lesson was to develop information appropriate for job application.

Point #2: What is a resume?

Point #3: What information should a resume contain?

Point #4: Why should careful attention be given to the preparation of the resume?

TEACHER PERFORMANCE ASSESSMENT FORM

Develop a Lesson Plan (B-4)

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

	LEVEL OF PERFORMANCE					
	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
The overall plan:						
1. is written in a clear and understandable manner.....	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
2. allows for flexibility.....	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
3. is practical (can be carried out in an actual school situation).....	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
4. is geared to the level of the students for which it was prepared.....	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
5. includes provisions for individualization.....	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
6. indicates the time allotted for each activity.....	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
7. includes the use of supportive or illustrative audio or visual aids.....	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
With respect to the objective(s):						
8. they are stated in terms of student behavior.....	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
9. the conditions for performance are specified.....	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
10. the criteria for measuring performance are specified.....	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]

	LEVEL OF PERFORMANCE					
	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
11. the lesson objectives are based on unit objectives	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
12. each statement contains only one objective	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
13. each statement is clear, concise, and easily understood	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
With respect to the introduction:						
14. students are oriented:						
a. the lesson objectives	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
b. how the objectives relate to them	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
c. how the objectives relate to past classroom experience	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
d. how the objectives will be accomplished	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
15. motivational and/or attention-getting devices are included	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
16. provision is made for student involvement	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
With respect to methods, techniques, and learning experiences:						
17. each of these was selected on the basis of the lesson objectives, and the type of performance they specified	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
18. students are provided with opportunities to apply what they learned	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
19. selection was influenced by available resources and facilities, both in class and on the job	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
20. selection was based on student needs, interests, and abilities	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
With respect to content:						
21. the content is sufficiently detailed	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
22. the content includes information necessary for the achievement of the stated objectives	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]

	LEVEL OF PERFORMANCE					
	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
With respect to resources and materials:						
23. necessary tools, equipment, supplies, supplementary material, media, etc., are listed in the plan.....	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
With respect to the summary:						
24. provision is made for restating objectives, pulling loose ends together, drawing conclusions, evolving generalizations, and/or reiterating major contents.....	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
25. provision is made for student involvement.....	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
With respect to evaluation:						
26. evaluative methods were selected on the basis of the stated performance objectives, and the type of performance they specified.....	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
27. the evaluative criteria were planned and selected cooperatively with students....	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
28. evaluative criteria are based on attributes and performance necessary for entry-level employment.....	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]

LEVEL OF PERFORMANCE: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, OR FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

Activity Having evaluated the lesson plan, develop a Helping Conference Plan to help the learner focus on behaviors that need to be improved. Your plan should include all necessary information. You may use the Helping Conference Plan Worksheet below to record your plans.

HELPING CONFERENCE PLAN WORKSHEET

1. Observations or points for discussion:

2. Tentative objectives:

3. Introduction:

4. Body:

5. Summary - Closure:

6. Resource materials:

Feedback

Compare your completed Helping Conference Plan Worksheet with the Model Worksheet given below. Your responses need not exactly duplicate the model response; however, your plan should reflect the same major points.

NOTE: The completed assessment form from which the Model Plan's conference objectives were drawn is also provided, pp. 39-41.

MODEL ANSWER

HELPING CONFERENCE PLAN WORKSHEET

1. Observations or points for discussion:

   The observations you make will depend upon your evaluation of the lesson plan. However, it is obvious that the lesson objective does not meet the assessment criteria. You should have included references to the objective.

2. Tentative objective(s):

   The tentative objective(s) you identify for the Helping Conference will be based on data collected during the observation (evaluation of the lesson plan). Based on the observation stated above, the following objective should have been included:

   a. Having participated in a Helping Conference and/or completed appropriate learning experiences, the learner will write student performance objectives which include (1) the conditions of performance, (2) a performance, and (3) observable assessment criteria.

3,4,5. Introduction, Body, and Summary:

You should have included in each of these sections comments/statements that would help you keep the discussion moving and on target. You must be sure to complete the purpose of each part of the Helping Conference. You could have included possible open-ended questions, short comments, or phrases, and/or an outline of your plans.

6. Resource material:

Since the objective of this Helping Conference was developed from data gathered from a review of a written performance, few resource materials are needed. However, it would be appropriate to include the learning experiences through which the learner might gain the necessary skill (Develop Student Performance Objectives).

LEVEL OF PERFORMANCE: Your completed Helping Conference Plan Worksheet should have included the same major points as the model worksheet. If you missed some points or have questions about any additional points you made, review the material in the information sheet, The Helping Conference, pp. 7-10, or check with your Resource Person.

TEACHER PERFORMANCE ASSESSMENT FORM

Develop a Lesson Plan (B-4)

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

	LEVEL OF PERFORMANCE					
	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
The overall plan:						
1. is written in a clear and understandable manner	[ ]	[ ]	[ ]	[ ]	[X]	[ ]
2. allows for flexibility	[ ]	[ ]	[ ]	[ ]	[X]	[ ]
3. is practical (can be carried out in an actual school situation)	[ ]	[ ]	[ ]	[ ]	[ ]	[X]
4. is geared to the level of the students for which it was prepared	[ ]	[ ]	[ ]	[ ]	[ ]	[X]
5. includes provisions for individualization	[ ]	[ ]	[ ]	[ ]	[ ]	[X]
6. indicates the time allotted for each activity	[ ]	[ ]	[ ]	[ ]	[ ]	[X]
7. includes the use of supportive or illustrative audio or visual aids	[ ]	[ ]	[ ]	[ ]	[X]	[ ]
With respect to the objective(s):						
8. they are stated in terms of student behavior	[ ]	[ ]	[X]	[ ]	[ ]	[ ]
9. the conditions for performance are specified	[ ]	[ ]	[X]	[ ]	[ ]	[ ]
10. the criteria for measuring performance are specified	[ ]	[ ]	[X]	[ ]	[ ]	[ ]

	LEVEL OF PERFORMANCE					
	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
11. the lesson objectives are based on unit objectives	[X]	[ ]	[ ]	[ ]	[ ]	[ ]
12. each statement contains only one objective	[ ]	[X]	[ ]	[ ]	[ ]	[ ]
13. each statement is clear, concise, and easily understood	[ ]	[ ]	[X]	[ ]	[ ]	[ ]
With respect to the introduction:						
14. students are oriented:						
a. the lesson objectives	[ ]	[ ]	[ ]	[ ]	[X]	[ ]
b. how the objectives relate to them	[ ]	[ ]	[ ]	[ ]	[ ]	[X]
c. how the objectives relate to past classroom experience	[ ]	[ ]	[ ]	[ ]	[X]	[ ]
d. how the objectives will be accomplished	[ ]	[ ]	[ ]	[ ]	[X]	[ ]
15. motivational and/or attention-getting devices are included	[ ]	[ ]	[ ]	[ ]	[X]	[ ]
16. provision is made for student involvement	[ ]	[ ]	[ ]	[ ]	[ ]	[X]
With respect to methods, techniques, and learning experiences:						
17. each of these was selected on the basis of the lesson objectives, and the type of performance they specified	[ ]	[ ]	[ ]	[ ]	[X]	[ ]
18. students are provided with opportunities to apply what they learned	[ ]	[ ]	[ ]	[ ]	[ ]	[X]
19. selection was influenced by available resources and facilities, both in class and on the job	[ ]	[ ]	[ ]	[ ]	[ ]	[X]
20. selection was based on student needs, interests, and abilities	[ ]	[ ]	[ ]	[ ]	[ ]	[X]
With respect to content:						
21. the content is sufficiently detailed	[ ]	[ ]	[ ]	[ ]	[X]	[ ]
22. the content includes information necessary for the achievement of the stated objectives	[ ]	[ ]	[ ]	[ ]	[X]	[ ]

	LEVEL OF PERFORMANCE					
	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
With respect to resources and materials:						
23. necessary tools, equipment, supplies, supplementary material, media, etc., are listed in the plan.....	[ ]	[ ]	[ ]	[ ]	[X]	[ ]
With respect to the summary:						
24. provision is made for restating objectives, pulling loose ends together, drawing conclusions, evolving generalizations, and/or reiterating major contents.....	[ ]	[ ]	[ ]	[ ]	[ ]	[X]
25. provision is made for student involvement.....	[ ]	[ ]	[ ]	[ ]	[ ]	[X]
With respect to evaluation:						
26. evaluative methods were selected on the basis of the stated performance objectives, and the type of performance they specified.....	[ ]	[ ]	[ ]	[ ]	[X]	[ ]
27. the evaluative criteria were planned and selected cooperatively with students....	[X]	[ ]	[ ]	[ ]	[ ]	[ ]
28. evaluative criteria are based on attributes and performance necessary for entry-level employment.....	[ ]	[ ]	[ ]	[ ]	[X]	[ ]

LEVEL OF PERFORMANCE: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and Resource Person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

LEARNING EXPERIENCE V

Terminal Objective

In an actual program situation, conduct a Helping Conference.

Activity

Conduct a Helping Conference with a learner who is enrolled in a CBTE program. This will include:

* Developing objectives for a Helping Conference.
* Developing a detailed plan for accomplishing the objective.
* Gathering the necessary resources (videotaped recorder, etc.).
* Conducting the Helping Conference with the learner.

NOTE: Your Resource Person may want you to submit your written Helping Conference plan to her/him for evaluation before you conduct the conference.

Feedback

Arrange in advance to have your Helping Conference videotaped.

Your total competency will be assessed by your Resource Person, using the Resource Person Assessment Form, pp. 44-47.

Based upon the criteria specified in this assessment instrument, your Resource Person will determine whether you are competent in conducting a Helping Conference.

RESOURCE PERSON ASSESSMENT FORM

Conduct a Helping Conference

Directions: Indicate the level of the Resource Person's accomplishment by placing an X in the appropriate column under the LEVEL OF PERFORMANCE heading. If because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

	LEVEL OF PERFORMANCE					
	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
When planning the Helping Conference, the Resource Person:						
1. Obtained the data needed to plan the conference:						
A. observation of teaching.....						
B. conference with other Resource Person(s).....						
C. meeting with learner's program advisor.....						
D. meeting with program director...						
E. video tape of teaching performance.....						
F. products reflective of teaching performance.....						
2. Reviewed objectives set at the last Helping Conference with the learner..						
3. Recorded tentative objectives.....						
4. Recorded procedures to follow during the Helping Conference.....						
A. introduction.....						
B. body.....						
C. closure.....						
5. Arranged an appropriate setting for the Helping Conference.....						
6. Set an appropriate time for the Helping Conference.....						

	LEVEL OF PERFORMANCE					
	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
7. Communicated the time and place of the Helping Conference to the learner.....						
8. Assembled all resources needed to conduct the Helping Conference.....						
During the conference introduction the Resource Person:						
9. Had all resources available and ready to use.....						
10. Greeted and set the learner at ease..						
11. Provided the learner with an open invitation to talk.....						
12. Reviewed the objectives set at the last Helping Conference.....						
13. Reviewed the tentative objectives for the Helping Conference.....						
14. Applied attending behavior skills:						
A. sitting physically relaxed with a natural posture.....						
B. initiating and maintained eye contact.....						
C. used cues from the learner to direct comments.....						
During the body of the conference the Resource Person:						
15. Encouraged the learner to explain his/her progress toward the previously set objectives.....						
16. Encouraged the learner to share any problems encountered attempting to meet the previously set objectives.....						

	LEVEL OF PERFORMANCE					
	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
17. Encouraged the learner to determine the degree to which he/she has progressed since the last meeting (self-evaluation):						
18. Identified a pattern or teaching behavior, and brought it to the learner's attention:						
19. Encouraged the learner to explore alternative procedures for improving behavior.....						
20. Offered constructive reaction in an empathetic manner.....						
During conference closure the Resource Person:						
21. Encouraged the learner to set objectives to guide his/her activity until the next meeting.....						
22. Helped the learner determine the resources needed to meet the objectives set.....						
23. Helped the learner to procure the resources needed to meet the objectives set.....						
24. Reviewed with the learner the major points discussed and the objectives set during the Helping Conference....						
25. Recorded the major points discussed and the objectives set during the Helping Conference.....						
At the conclusion of the Helping Conference the Resource Person:						
26. Held a meeting with the other Resource Person serving the learner at which time their helping roles for the future were determined.....						

	LEVEL OF PERFORMANCE					
	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
27. Conducted a postmortem of the Helping Conference.....						

LEVEL OF PERFORMANCE: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the learner and the Resource Person should meet to determine what additional activities the learner needs to complete in order to reach competency in the weak area(s).

ABOUT USING RESOURCE PERSON MODULES

ORGANIZATION

Each module is designed to help you gain competency in a particular skill area considered important to success when functioning as a Resource Person. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should enable you to achieve the terminal objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill when functioning in the role of the Resource Person.

PROCEDURES

Modules are designed to allow you to individualize your preparation program. You need to complete only those modules covering skills which you do not already possess. Similarly, you need not complete any learning experiences within a module if you already have the skill needed to complete it. Therefore, before taking any module you should carefully review (1) the introduction (2) the objectives listed (3) the overview preceeding each learning experience, and (4) the final experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

That you do not have the competencies indicated and should complete the entire module.

That you are competent in one or more of the enabling objectives leading to the final learning experience, and thus can omit that (those) learning experience(s).

That you are already competent in this area and ready to complete the final learning experience in order to **Test Out**.

That the module is inappropriate to your needs at this time.

When you are ready to take the final learning experience and have the opportunity to function in the role of Resource Person, make the necessary arrangements with your Resource Person. If you do not complete the final experience successfully, meet with your Resource Person and arrange (1) to repeat the experience (2) complete (or review) previous sections of the module or other related activities suggested by your Resource Person before attempting to repeat the final experience.

TITLE OF MODULES IN RESOURCE PERSON SERIES

- Conduct A CBTE Orientation Program
- Register Learners For CBTE Programs
- Provide Administrative Services
- Establish And Maintain Records In The VITAL Management Information System
- Select Appropriate Modules
- Conduct An Observation Session
- Conduct A Helping Conference
- Assist Learners In Obtaining The Various Vocational Instructional Certificates Issued In Pennsylvania
- Facilitate A Council Of Educators' Review
- Evaluate A Product Or Process Type Teaching Performance
- Monitor The Progress Of A Resident Resource Person
- Conduct A Small Group Meeting
- Instruct Others To Set-Up And Operate A Video System

For information regarding the availability of these modules, contact-

VEIN
Vocational Education Resource Services
Stayer Research and Learning Center
Millersville State College
Millersville, PA 17551